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ABSTRACT

This report documents the activities and accomplishments of a 3-year vocational project during the 1972-73 operational year. The objective of the project was to develop a competency-based teacher education program for the preparation of vocational teachers. The major activities completed during the year were: (1) the revision and implementation of a pre-certification instructional system, (2) construction of criterion-referenced tests, (3) the incorporation of a model of field-based operations in the Pre-Certification Program, (4) the initiation and implementation of a series of in-service teacher education workshops, (5) evaluation and revision of the management information subsystems, and (6) development of new management information subsystems. Focal points for the next project year, include: (1) the continued design and implementation of inservice and graduate programs, (2) the implementation of field-based operations in vocational and applied arts education programs, (3) continued refinement of preservice and inservice programs, (4) evaluation and refinement of management information sybsystems, (5) final documentation of the subsystems, and (6) project evaluation. Related documents are available as ED 076 746-ED 076 748. [Reproduced from best available copy.] (Author/SN)

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ED 080695

PROGRESS REPORT

1972-1973

A Systems Approach to Vocational Teacher Education

Wayne State University
College of Education
Department of Vocational and Applied Arts Education

Fred S. Cook, Project Director

Funded By:

Michigan Department of Education

VT 020 462

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Introduction

The Department of Vocational and Applied Arts Education (VAE) has just completed the second year of a three year project in the development of a competency-based teacher education program for the preparation of vocational teachers. During the first year of the project two major activities were accomplished:

1) the initial design of the VAE pre-certification Instructional System

2) the initial design, documentation, and field testing of the Management Information System

The second year had five general objectives:

1) the implementation and revision of the pre-certification Instructional System

2) the initial design and field testing of criterion-referenced exit tests of each major system components

3) the design and first implementation of In-Service Teaching Training workshops

4) the initial design of the VAE In-Service and M.ED. Programs

5) continued field testing and maintenance of the Management Information System

Each of these objectives has been met, or will be completed for implementation during the 1973-74 school year.

The specific tasks which were accomplished are identified in Charts 1 and 2 which follow. Chart 1 is a duplication from the 1971-72 Progress Report. Here one can see what was accomplished in terms of last year's projected goals. As a result of our experiences, however, there were major additions to the proposed objectives for 1971-72. These additions are delineated in Chart 2. Finally, Chart 3 identifies those performance objectives which are being proposed for 1973-1974, the third year of the VAE Systems Project.

Chart 1

Project Objectives:

STATUS REPORT*

TASK	Completed as of 5-1-72	In Process to be Completed 6-30-72	In Process to be Completed 8-30-72	1972-73 Task
1.0 Instructional System				
1.1 Develop list of teacher competencies for certification subsystem	x			
1.1.1 Identify 255 competencies from "Model Curricula for Vocational & Technical Teacher Education" by Calvin J. Cotrell	x			
1.1.2 Faculty adds 29 based upon research and specific VAE viewpoints	x			
1.1.3 Faculty deletes 97 competencies identified as coordinator or in-service skills	x			
1.1.4 Edit list and consolidate (88 remain)	x			
1.1.5 Faculty votes upon base pre-service competency list	x			
1.1.6 60 graduate students vote on pre-service competencies	x			
1.1.7 Faculty updates competencies if necessary				N[1]**
1.2 Develop sets of performance objectives and related test items for pre-certification courses				
1.2.1 Identify format for performance objectives	x			
1.2.2 Train faculty and systems staff in techniques of writing performance objectives.	x			
1.2.3 Complete objectives				
1.2.3.1 BED/DED professional courses	x			
1.2.3.2 FLE professional courses	x			
1.2.3.3 IED professional courses		x		
1.2.3.4 FLE technical courses		x		
1.2.3.5 IED technical courses		x		
1.2.3.6 General Professional Education		x		
1.2.4 Faculty updates objectives if necessary				N
1.2.5 Write exit tests				
1.2.5.1 BED/DED professional courses	x			
1.2.5.2 FLE technical courses				x

*This chart is a reproduction of the chart in the 1971-72 Progress Report.

** ◯ indicates completed objectives.

[1]All objectives marked "N" are new activities--additions to those events originally proposed.

TASK	Completed as of 5-1-72	In Process to be Completed 6-30-72	In Process to be Completed 8-30-72	1972-73 Task
1.2.5.3 FLE professional courses	x			
1.2.5.4 IED technical courses			x	
1.2.5.5 IED professional courses	x			
1.2.5.6 General Professional Education			x	
1.2.6 Faculty updates exit tests				N
1.2.7 Complete task analysis and course structure charts				
1.2.7.1 BED/DED professional courses	N			
1.2.7.2 FLE professional courses	N	N		
1.2.7.3 IED professional courses			N	
1.2.7.4 General Professional Education		N	N	
1.2.8 Complete writing prerequisite skill tests				
1.2.8.1 BED/DED professional courses	x	x		
1.2.8.2 FLE professional courses		x		
1.2.8.3 IED professional courses			x	
1.2.8.4 General Professional Education			x	
1.2.9 Faculty updates prerequisite skill tests				N
1.2.10 Identify program prerequisites for pre-service courses			x	x
1.2.11 Write program entrance examination				
1.3 Match performance objectives to stated competencies		x		
1.4 Faculty makes necessary changes and approves base competencies and objectives		x		
1.5 Develop instructional models				
1.5.1 Develop model for individualized instruction (management procedures and instructional materials)	x			
1.5.2 Try-out model for individualized instruction		N		
1.5.3 Evaluate and revise management procedures and instructional materials and tests				N
1.5.4 Maintain operations for individualized instruction				x
1.5.5 Develop management procedures for competency-based instruction using traditional group instruction	x			
1.5.6 Try-out, evaluate, and revise group instruction management procedures				x

TASK	Completed as of 5-1-72	In Process to be Completed 6-30-72	In Process to be Completed 8-30-72	1972-73 Task
1.6 Refine and/or develop new delivery systems				
1.6.1 Develop instructional modules for lecture-laboratory course		(N)		x
1.6.2 Try-out, evaluate, and revise lecture-laboratory modules		(N)	(x)	x
1.6.3 Develop instructional modules for multi-approach courses				(x)
1.6.4 Tryout, evaluate, and revise multi-approach instruction				(x)
1.7 Develop list of competencies for in-service program (M.Ed.)				
1.7.1 Identify in-service competencies from Cotrell list	N			
1.7.2 Obtain faculty additions and deletions				(x)
1.7.3 Obtain additions and deletions from the field		(N)	(N)	
1.7.4 Devise procedures for analyzing field input				(x)
1.7.5 Edit in-service competency list				(x)
1.7.6 Faculty votes on base in-service list				(x)
1.8 Develop sets of performance objectives and related test items for required in-service courses				
1.8.1 Complete objectives				
1.8.1.1 VAE required courses		To be completed by beginning of 73-74 school year		x
1.8.1.2 BED/DED required courses				x
1.8.1.3 FLE required courses				x
1.8.1.4 IED required courses				x
1.8.2 Write exit tests (see 1.8.1.1 - 1.8.1.4)				x
1.8.3 Complete task analysis and courses structure charts (see 1.8.1.1 - 1.8.1.4)				N
1.8.4 Write prerequisite skill tests				
1.8.4.1 Write program entrance examination of prerequisite skills				x
1.8.4.2 Write course-specific				x
1.9 Match in-service performance objectives to base list of competencies				x
1.10 Faculty makes necessary changes and approves base competencies and objectives				x

TASK	Completed as of 5-1-72	In Process to be Completed 6-30-72	In Process to be Completed 8-30-72	1972-73 Task
1.11 Develop design of follow-up study of pre-certification students				
1.11.1 Identify pertinent data		N		
1.11.2 Identify former students and current addresses		N		
1.11.3 Construct questionnaire		N		
1.11.4 Try-out questionnaire		N		
1.11.5 Determine procedures for analysis and systematic use of data as feedback				N
1.11.6 Refine questionnaire				N
1.11.7 Implement full-scale study				N
1.12 Devise a system to secure continuous input from sample school districts for the pre-service program with emphasis on intern teacher supervision				N
1.13 Train cooperating teachers to supervise intern teachers in the VAE competency-based instructional system				
1.13.1 Devise new procedures for managing intern teacher supervision				N
1.13.2 Develop training objectives and obtain faculty approval				N
1.13.3 Develop self-instructional materials and other supporting instruction				N
1.14.4 Conduct two five day workshops				N
1.14 Develop list of competencies for 6th Year Specialist and Doctoral Program (See 1.7.1 - 1.7.5)				N
2.0 Management Information System				
2.1 Develop computer-based data bank on students currently enrolled in VAE				
2.1.1 Use transcripts	X			
2.1.2 Use scholarship rolls	X			
2.1.3 Use University records (Glob tapes) for past 13 quarters	X			
2.2 Develop and implement updating system of Master Student File				
2.2.1 Use Glob tapes		X		
2.2.2 Use University graduation lists		X		
2.3 Develop and implement computer programs and procedures for procuring student profile and census data		X		

TASK	Completed as of 5-1-72	In Process to be Completed 6-30-72	In Process to be Completed 8-30-72	1972-73 Task
2.4 Develop Referral System (admissions and plans of work)				
2.4.1 Develop and implement plan of work format and related computer and microfilm procedures	X			
2.4.2 Develop and implement procedures for processing admission applications	X			
2.4.3 Develop and implement updating procedures for plans of work		X		
2.4.4 Field test referral system		X		
2.5 Develop computer-based Class Scheduling System				
2.5.1 Design files needed for system	X			
2.5.2 Develop computer programs		X		
2.5.3 Develop and implement system for updating and maintaining system			X	
2.5.4 Field test scheduling system				X
2.6 Develop information-collecting and dispensing procedures				
2.6.1 Design and develop 3-part slide tape of referral system for students, faculty, and support staff		X		
2.6.2 Design and develop computer and other media instruction for usage of various systems				X
2.7 Develop equipment utlization policies and procedures				X
2.8 Develop policies and procedures for clerical support system				
2.8.1 Analyze each clerical task performed by staff	X			
2.8.2 Design procedures for new tasks and revise old procedures where needed	X			
2.8.3 Develop updating procedure for entire clerical system			X	
2.8.4 Field Test system		N		
2.9 Develop Faculty Load System				
2.9.1 Develop method for generating faculty load	X			
2.9.2 Develop VAE policies for faculty load		N		
2.9.3 Develop computer-based file for maintaining faculty		X		

TASK	Completed as of 5-1-72	In Process to be Completed 6-30-72	In Process to be Completed 8-30-72	1972-73 Task
2.9.4 Develop and implement procedure for predicting faculty staffing			X	
2.9.5 Field test system				X
2.10 Develop computer-based system for management of instructional system				
2.10.1 Design and develop forms and procedures for classroom management	N			
2.10.2 Develop necessary computer files and programs for maintenance of system		(N)		
2.10.3 Develop computer programs for analysis of kits/objectives		(N)		
2.10.4 Field test system			(N)	
2.11 Develop computer-based management system for evaluating teaching competencies				
2.11.1 Design and develop forms and procedures for gathering data			N	
2.11.2 Develop necessary computer files and programs for maintenance of system			N	
2.11.3 Field test system				N
2.12 Develop computer-based management system for collecting data and analysis				(N)
2.13 Develop documentation manuals for MIS				
2.13.1 Develop Clerical Manual		(X)		
2.13.2 Develop Referral Manual	X	(X)		
2.13.3 Develop Faculty Manual			(X)	
2.13.4 Develop Computer Operation Manual			X	
2.13.5 Develop Equipment Operation Manual			(X)	
2.14 Develop computer-based management system for vocational certification procedure				N
2.15 Evaluate and revise all subsystems				(X)
2.16 Develop any other necessary subsystems				(X)

Chart 2

Additions to 1972-73
Objectives and
Current Status

TASK	Completed by 6-30-73	To Be Completed 1973-74
1.0 Instructional System		
1.1 Continue development of Criterion Referenced Tests for Pre-Certification subsystem		
1.1.1 Construct Criterion-Referenced Examination for Intern Teaching		
1.1.2 Try-out Intern Teaching Examination	X	
1.1.3 Collect reliability and validity data on Intern Teaching Test	X	X
1.1.4 Revise Intern teaching examination		X
1.1.5 Revise Course Exit Tests and develop a. scoring procedures b. directions to test administrator	X	X
1.2 Obtain field evaluations of pre-certification and in-service competencies	X	
1.2.1 Conduct Interviews	X	
1.2.2 Analyze ratings of competencies, percentages and keypunch	X	
1.2.3 Analyze open-ended questions	X	
1.2.4 Faculty evaluates results and then rates in-service competencies	X	
1.3 Design project evaluation procedures	X	
1.4 Train cooperating teachers in the administration of the Intern Teaching Examination	X	X
1.5 Develop and obtain faculty approval of Principles and Policies for VAE field-based operations	X	
1.6 Initiate contact with public school personnel to establish Target Teacher Education Centers		
1.6.1 Meet with selected Detroit Public School Administrators	X	
1.6.2 Meet with Administrators from Target Suburban Districts	X	
1.6.3 Complete detail follow-up activities to establish the Target Centers	X	X
1.6.4 Conduct 1 week workshop for potential public school personnel working in Target Teacher Education Centers	X	

TASK	Completed by 6/30/73	To Be Completed 1973-74
1.7 Identify field activities		
1.7.1 Incorporate field experiences into pre-certification performance objectives	X	
1.7.2 Establish contact with community colleges to design early professional field experiences	X	X
1.8 Construct criterion-referenced Pre-Certification competency examination	X	X
1.9 Identify M.ED. Competencies		
1.9.1 Establish Principles and Guidelines for In-Service and M.ED. Program	X	
1.9.2 Identify In-Service competencies distinct from M.ED. competencies	X	
1.9.3 Identify Elective competencies	X	X
1.10 Construct Pre-Certification Documentation Manuals	X	
2.0 Management Information System[1]		
2.1 Develop computer programs to predict enrollments	X	
2.2 Develop self-instructional CAI package for terminal usage	X	
2.3 Develop procedures for item analysis of prerequisite skill tests and exit tests	X	
2.4 Develop computer programs for analysis of field evaluation of Pre-Certification competencies	X	
2.5 Develop process and computer programs for plan-of-work status reports		
2.5.1 Write computer programs to generate letter to students concerning their program	X	
2.5.2 Develop related clerical procedures	X	
2.6 Revise procedures to identify students via social security	X	X
2.7 Revise Referral System		
2.7.1 Redesign Plan-of-Work	X	
2.7.2 Write new computer programs	X	
2.7.3 Develop new clerical procedures	X	
2.7.4 Develop multi-media package for student use	X	

[1]These objectives are specific items relating to 1972-73 proposed objectives 2.15 and 2.16.

TASK	Completed By 6/30/73	To Be Completed 1973-74
3.0 General Project activities		
3.1 Print Competency-Based Teacher Education (CBTE) Series, No.1 (Competencies and Performance Objectives)	X	
3.2 Print CBTE Series, No. 2 (Two VAE System Models: Instructional System and Accountability Model)	X	
3.3 Write draft of CBTE Series, No. 3 (Designing Competency-Based Instructional Systems)	X	X
3.4 Write "A Working Model of a Competency-Based Teacher Education System"	X	
3.5 Develop and Revise project visuals	X	
3.6 Develop and distribute bi-monthly newsletter	X	X

CHART 3

Proposed Project
Objectives[1] For
1973 - 1974

1.0 Instructional System

1.1 Continue development of Criterion-Referenced Tests for Pre-Certification Program
- 1.1.1 Construct Pre-Certification Competency Examination
- 1.1.2 Develop Scoring Guides and Directions to Evaluators for Course Exit Tests

1.2 Conduct field tests of Criterion-Referenced Tests for Pre-Certification Program
- 1.2.1 Collect validity and reliability data on Intern Teaching Test
- 1.2.2 Collect validity and reliability data on course Exit Test

1.3 Revise criterion-referenced tests
- 1.3.1 Modify prerequisite skill tests
- 1.3.2 Revise Intern Teaching test
- 1.3.3 Revise course exit tests

1.4 Identify pre-certification program content prerequisites

1.5 Design further training for cooperating teachers in conjunction with field representatives

1.6 Provide training for cooperating teachers
- 1.6.1 Train cooperating teachers in supervision of interns
- 1.6.2 Train cooperating teachers in the administration of the Intern Teaching Examination
- 1.6.3 Train cooperating teachers in designing competency-based instruction
- 1.6.4 Develop self-instructional packages for cooperating teachers' training

1.7 Construct pre-certification program structure chart

1.8 Design selected pre-certification instructional packages

1.9 Design selected career education instructional packages

1.10 Conduct summer workshop for educators in designing competency-based instruction

1.11 Try-out and evaluate alternative patterns of supervising intern teachers

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[1]These objectives include those objectives in Chart 2 which were listed as "To Be Completed 1973-74".

Chart 3

1.0 Instructional System

1.12 Establish Target Teacher Education Centers
- 1.12.1 Complete procedural follow-up activities to establish centers
- 1.12.2 Winter Quarter 1974 Interns operate in Centers
- 1.12.3 Spring Quarter 1974 Methods students operate in Centers

1.13 Establish community college component of early professional field experiences

1.14 Establish liaison with community colleges to utilize technical courses as a teaching major

1.15 Plan for content competency examinations in cooperation with community college personnel

1.16 Develop subsystem components for In-Service Program
- 1.16.1 Write performance objectives
- 1.16.2 Construct Program Structure Chart

1.17 Develop plans for field implementation of In-Service Program
- 1.17.1 Design self-instructional packages for field use
- 1.17.2 Work with field representatives to plan for career education implementation
- 1.17.3 Work with field representatives to try-out field implementation

1.18 Obtain field evaluations of revised pre-service and in-service competencies and performance objectives

1.19 Develop subsystem components for M.ED. Program
- 1.19.1 Write performance objectives
- 1.19.2 Construct structure charts

1.20 Develop graduate level criterion-referenced
- 1.20.1 Construct criterion-referenced In-Service Competency Exam
- 1.20.2 Construct criterion-referenced M.ED. Competency Exam
- 1.20.3 Construct criterion-referenced tests for graduate courses
- 1.20.4 Construct prerequisite skill tests

1.21 Design follow-up and feedback circuitry
- 1.21.1 Revise a system to secure continuous input from local educational agencies
- 1.21.2 Try-out follow-up design

2.0 Management Information System

2.1 Design project evaluation model
- 2.1.1 Develop procedures for collection data
- 2.1.2 Develop questionnaires, checklist for collection of data
- 2.1.3 Develop procedures for maintenance of program evaluation model
- 2.1.4 Develop necessary computer programs

2.2 Determine cost of all phases of program

2.3 Develop time lines and calendar checklists for all tasks of clerical stations and faculty responsibilities

2.4 Determine reliability of all program predictions

Chart 3

2.0 Management Information System

2.5 Continue development of computer based subsystem for management of instructional data
- 2.5.1 Evaluate and revise procedures for collecting data
- 2.5.2 Develop computer programs for retrieval of objective data for program evaluation
- 2.5.3 Develop necessary files and programs for subsystem maintenance
- 2.5.4 Document subsystem

2.6 Develop data collection subsystem for intern teachers
- 2.6.1 Design forms for data collection
- 2.6.2 Develop computer programs for analysis of data
- 2.6.3 Develop procedures for management of data
- 2.6.4 Try-out procedures
- 2.6.5 Evaluate and revise procedures if necessary
- 2.6.6 Document subsystem

2.7 Continue refinement of Follow-up File
- 2.7.1 Develop computer programs to refine procedures for removing graduates from computer files
- 2.7.2 Redesign follow-up file format
- 2.7.3 Try-out follow-up procedures
- 2.7.4 Document subsystem

2.8 Revise Faculty Report Card procedures
- 2.8.1 Design mark sense card for data collection
- 2.8.2 Develop necessary computer programs to handle mark sense cards
- 2.8.3 Develop clerical procedures for handling data
- 2.8.4 Try-out, evaluate, and revise procedures
- 2.8.5 Document subsystem

2.9 Evaluate and Refine Referral Subsystem (admissions, sound page, plan-of-work, and resulting output)
- 2.9.1 Evaluate all output vs. needed data
- 2.9.2 Evaluate all procedures vs. time and cost
- 2.9.3 Evaluate sound page procedures in terms of objectives
- 2.9.4 Revise where needed
- 2.9.5 Document revisions

2.10 Develop computer based Class Scheduling Subsystem
- 2.10.1 Develop computer programs
- 2.10.2 Develop supplementary procedures and forms
- 2.10.3 Develop and implement system for updating and maintaining class scheduling subsystem
- 2.10.4 Implement, evaluate, and revise subsystem
- 2.10.5 Document subsystem

2.11 Refine Faculty Load Subsystem
- 2.11.1 Design check sheets for evaluation of faculty load phase of program
- 2.11.2 Revise computer file for compatibility with class scheduling file
- 2.11.3 Evaluate and revise Faculty Load Model
- 2.11.4 Document Faculty Load Subsystem

Chart 3

2.0 Management Information System

2.12 Evaluate, Revise, and Document Media in Information Collecting and Dispensing Subsystem

2.13 Revise policies and procedures for clerical support staff

2.13.1 Continue developing updating procedures for the subsystem

2.13.2 Evaluate, Revise all policies and procedures

2.13.3 Document new Clerical Procedures

2.14 Complete MIS revisions caused by WSU change to Trimester

2.15 Continue revision of procedures to identify students via social security numbers

2.16 Develop computer based management subsystem for vocational certification procedures

2.17 Continue development of Documentation Manuals

2.17.1 Revise non-technical Computer Operations Manual based upon try-out data

2.17.2 Final documentation of all computer programs and flowcharts

2.17.3 Revise Faculty Documentation Manual

2.17.4 Complete final documentation of all subsystems

3.0 General Project Objectives

3.1 Contribute to professional literature and meetings

3.1.1 Print updated Pre-Certification Competency List

3.1.2 Print Designing Competency-Based Systems

3.1.3 Continue contributions to professional meetings

3.2 Implement Project Evaluation Design

3.3 Write final progress report

Summary and Conclusions

The major activities completed during the second project year were:

1) the implementation and revision of the Pre-Certification Instructional System

2) criterion-referenced test construction

3) the incorporation of a model of field-based operations in the Pre-Certification Program

4) the beginning of a series of In-Service Teacher Education Workshops

5) evaluation and revision of all Management Information subsystems

6) development of new Management Information subsystems

During the third project year the VAE Systems Staff and Faculty will concentrate on the following key events:

1) the continued design and implementation of the In-Service and M.ED. Programs

2) the implementation of field-based operations in VAE programs

3) continued refinement of pre-service and in-service programs with emphasis on continued development of criterion-referenced tests

4) evaluation and refinement of Management Information subsystem

5) final documentation of all subsystems

6) project evaluation

The activities in which VAE has been involved for the past two years have provided each staff member with many experiences and much first-hand knowledge about competency-based teacher education. The development of a CBTE program is both a time-consuming and a rewarding effort. To emphasize the success and avoid frustration, we would point out the following:

1) Faculty involvement, and communication is essential.

2) The best CBTE design evolves around programs rather than courses.

3) Test development should be emphasized from the beginning of all instructional design work.

4) Managing all sub-projects is best when guided by pre-specified objectives.

5) A firm data base supported by an easily maintained collection and distribution procedures is essential.

6) Field-based operations are essential but should be implemented only after such activities are incorporated into performance objectives which directly relate to pre-specified competencies

7) Overemphasis on delivery systems detracts from the fundamental activity of specifying learning outcomes and measuring one's achievement of these goals.

8) Program implementation procedures should be possible to operate without specialized support personnel.

9) CBTE programs cannot be adopted in total by other institutions.

These and other conclusions, based upon experience, are proving to be one of the most valuable by-products of this project.

Appendix I

Personnel
1972-1973

VAE SYSTEMS STAFF (1972-1973)

Director

Fred S. Cook

Instructional System

Rita Richey

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Charlotte Neuhauser

In-Service Teacher Training

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William Hoth, Department of English Education
Wayne State University

Karl Massanari, Chairman, Committee On Performance-Based Teacher Education,
American Association of Colleges of Teacher Education

Frederick J. McDonald, Educational Testing Services

Daniel Michalak, Director of Administrative Studies
Indiana University

Jason Millman, Department of Methodology in Educational Research
Cornell University

Christ Panos, Division of Technical Education
Macomb County Community College

W. James Popham, Graduate School of Education
University of California at Los Angeles

Howard Reilly, Directed Teaching Office
Wayne State University

Appendix II

Instructional System

A. Criterion-Referenced Test Construction

1. A sample test item from the Intern Teaching Exam

Objective 09199 Blue - 1

Title Writes Unit Plans Intern Directions

09199 The intern will develop unit plans (project plans) for each of his previously developed semester plans if appropriate. The unit plan is to be given to the cooperating teacher and college supervisor at least one week prior to starting the first unit for which the intern is responsible. All successive unit plans should be handed in at least two weeks prior to implementation. The plan should include:

a. Performance objectives for the unit.
b. A plan for breaking the unit into a series of lessons (block plans).
c. An approximate time schedule for each lesson in the unit, (units are usually two to ten weeks long).
d. A single competency or a cluster of competencies (based upon a central theme) as the basis for each unit.
e. An appropriate sequence of activities for the whole unit.
f. The plan for incorporating criteria referenced evaluation for the unit.
g. Essential or appropriate priorities which authorities in the field agree are relevant for a particular unit.
h. Content which is relevant and appropriate for the level of the group to be taught.

Mastery

Your mastery of this objective will be assessed by an evaluation of one randomly chosen unit plan from your source book. Your College Supervisor will assess whether each of the items a through h are present using more specific guide lines derived from the standard VAE unit and block plan format.

Objective 09199

Title: Writes Unit Plans

Yellow - 1 (Super.)

Evaluation Directions

09199 **The intern will develop unit plans (project plans) for each of his previously developed semester plans if appropriate. The unit plan is to be given to the cooperating teacher and college supervisor at least one week prior to starting the first unit for which the intern is responsible. All successive unit plans should be handed in at least two weeks prior to implementation. The plan should include:**

a. Performance objectives for the unit.
b. A plan for breaking the unit into a series of lessons (block plans).
c. An approximate time schedule for each lesson in the unit, (units are usually two to ten weeks long).
d. A single competency or a cluster of competencies (based upon a central theme) as the basis for each unit.
e. An appropriate sequence of activities for the whole unit.
f. The plan for incorporating criteria referenced evaluation for the unit.
g. Essential or appropriate priorities which authorities in the field agree are relevant for a particular unit.
h. Content which is relevant and appropriate for the level of the group to be taught.

Evaluator

The College Supervisor will be the evaluator.

Preparation

1. Read this yellow page.
2. Check to make sure Intern has corresponding blue page.
3. With the Intern, set a date when the Intern is to submit his source book to you.

Procedure

1. Select a unit plan from the Intern's source book.
2. Scan the entire unit plan and then locate an appropriate section for each of the questions on the Scoring Form.
3. Mark the appropriate section on the unit plan with the question number and letter. For example, next to a set of objectives which all relate to a single competency write IB.
4. Evaluate the unit plan on the Scoring Form (pink).
5. Mastery of this objective is indicated by all "yes" responses on the Scoring Form (pink).
6. Return source book to Intern and give feedback.

Objective 09199

Title: Writes Unit Plans

Pink - 1 (Super.)

Scoring Form

09199 **The intern will develop unit plans (project plans) for each of his previously developed semester plans if appropriate. The unit plan is to be given to the cooperating teacher and college supervisor at least one week prior to starting the first unit for which the intern is responsible. All successive unit plans should be handed in at least two weeks prior to implementation. The plan should include:**

a. Performance objectives for the unit.
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c. An approximate time schedule for each lesson in the unit, (units are usually two to ten weeks long).
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e. An appropriate sequence of activities for the whole unit.
f. The plan for incorporating criteria referenced evaluation for the unit.
g. Essential or appropriate priorities which authorities in the field agree are relevant for a particular unit.
h. Content which is relevant and appropriate for the level of the group to be taught.

						0	9	1	9	9
1	2	3	4	5	6	7	8	9	10	11

Name of unit plan selected _____

I. Objectives

	Yes	No	
A. Are performance objectives stated? Criterion: The student outcomes are stated in Kibler format at the information level.	☐ 12	☐ 12	IA
B. Is there a single underlying competency? Criterion: There is such a competency stated or if all stated objectives are sub-objectives for some such competency.	☐ 13	☐ 13	IB
C. Are essential or appropriate priorities included? Criterion: You, as an expert in the field, agree that no essential priority was left out.	☐ 14	☐ 14	IC

II. Learning Activities

A. Is there a correct sequence of topics? Criteria: Topics are sequenced appropriately for subject matter and, for the given learners, facilitate the achievement of the unit objectives. State your rationale for this rating:	☐ 15	☐ 15	IIA

_____

_____

_____

Always write
1 for YES
2 for NO

	Yes	No	
B. Are appropriate learning experiences adequately described for each topic? Criteria: Each of the following must be true.	☐ 16	☐ 16	IIB

1. There are more than two delivery systems planned.

2. The experiences are appropriate for the objective as shown by giving students an opportunity to practice that skill or some prerequisite skill.

3. The experiences are appropriate for the learner because no prerequisite skills are necessary which are not likely to be possessed by the students.

4. The experiences are appropriate for the facilities. That is, it will be possible to carry the plan out, and necessary safety instructions will be given.

5. The experiences are not in conflict with school policy.

C. Are clear block plans provided for breaking the unit into lessons? Criteria: Each of the following must be true.	☐ 17	☐ 17	IIC

1. The standard VAE block plan format is followed.

2. The time planned for lesson and homework assignment seems adequate for practice and reteaching.

3. The date for evaluation is shown.

4. One lesson leads to the next.

D. Are needed teaching resources identified? Criteria: Each of the following must be true:	☐ 18	☐ 18	IID

1. There is no major piece of equipment, material or teaching aid implied in the learning activity which is not identified, and no resource inappropriate to the activities identified.

2. The resources are appropriate for the learner e.g., students would be able to use the materials, students would be turned-on by the teaching aid, a variety of students would be served by a variety of resources.

3. Resources are identified as being for the use of the teacher or the student.

09199 Pink - 3 (Super.)

III. Evaluation

	Yes	No	
Is criterion-referenced evaluation specified for each topic and the unit as a whole?	☐ 19	☐ 19	IIIA

Criteria: Each of the following must be true:

1. Copy of test is attached.

2. Method will show which students mastered which objectives.

3. The test requires the student to do the same thing the objective requires, E.g., if the objective says the student will be able to use a sewing machine, a paper and pencil test would not be appropriate; a performance test would be.

Name of Intern _____ Mastery Form 09199

Mastery of Objective 09199: all "yes" responses to the above questions.

Mastery of Objective 09199 ☐ Yes (20) ☐ No (20) Date ☐☐☐☐☐☐ (21 22 23 24 25 26)

College Supervisor _____
sign

B. In-Service Teacher Education

1. Performance Objectives for In-Service Project

PERFORMANCE OBJECTIVES FOR IN-SERVICE PROJECT

The following objectives are divided into six categories:

I. IN-SERVICE EDUCATION FOR COOPERATING TEACHERS

A. Introduction to the Pre-Certification Program
B. Aid Cooperating Teachers in Their Supervision
C. In-Service Workshop for Cooperating Teachers

II. DEVELOPMENT OF A FIELD-BASED ORIENTATION

III. FOLLOW-UP OF ISU GRADUATES

IV. ORIENTATION

A, B, C, are performance objectives for a series of orientation workshops for cooperating teachers, and the performance objectives for a college credit workshop for those teachers. Parts VI - IV are objectives which cover tasks for the In-Service Specialist.

I. IN-SERVICE EDUCATION FOR COOPERATING TEACHERS

A. Introduction of VAE Pre-Certification Program

1. The In-Service Teacher Education Specialist (ISTE) will obtain the opinions and recommendations of the cooperating teachers regarding the current VAE Pre-Certification Program. Topics evaluated will include:

   a. the Pre-certification Competencies
   b. the Intern Teaching and Seminar performance objectives
   c. exit test items
   d. assessment procedures
   e. supervision procedures

   These recommendations will be a vital facet in the continuous development of the VAE System.

2. The cooperating teacher (CT) will describe the major components and sequence of the WSU Department of Vocational and Applied Arts Education Pre-Service Program. These components will include:

   a. VAE 5191
   b. ED 5925
   c. Methods
   d. Intern Teaching
   e. Seminar
   f. Philosophy

3. The cooperating teacher will define the role and responsibilities of the members of the Intern Teaching Team as determined by a consensus of the Department of Vocational and Applied Arts Education, and the cooperating teachers. The team will consist of:

   a. the Cooperating Teacher
   b. the Intern Teacher
   c. the Public School Administration
   d. the Pupils
   e. the College Supervisor
   f. other Appropriate parties

4. The (ISTE) will introduce the VAE Pre-Certification System to personnel in the cooperating teacher's school system. (non-tested objective).

5. The cooperating teacher will identify the five major components and functions of the VAE Pre-Certification Instructional System. These facets will be presented in "A Model for a Competency-Based Instructional System".

E. IN-SERVICE EDUCATION FOR COOPERATING TEACHERS

6. Aid Cooperating Teachers in their Supervision

6. The cooperating teacher will induct the VAE Intern Teacher into the public school teaching situation following procedures developed jointly with the VAE In-Service Teacher Education Specialist, the Field Services Committee, and other cooperating teachers.

7. The cooperating teacher will supervise intern teachers using appropriate observational techniques. These techniques will focus on discriminating processes used to isolate behavior related to stated intern performance objectives.

8. The cooperating teacher will assess the VAE Intern Teachers using:

   a. the forms and processes proposed by the VAE Field Services, Committee, ISTE, and CT's
   b. the performance objectives for VAE 4192 - Intern Teaching
   c. the course objectives delineated as a part of the State Accountability Model

9. The cooperating teacher will conduct evaluation conferences with the Intern Teacher, and participate in conferences with the Intern and the College Supervisor. At all times appropriate conference techniques as specified during the in-service training will be utilized.

10. The cooperating teacher will aid the intern as he makes necessary arrangements to perform a variety of school, community, and professional activities. Model activities and procedures will be provided.

11. The cooperating teacher will promote effective interpersonal relations between; the Intern Teacher, other team members, and staff. Characteristics of effective and ineffective techniques will be provided.

12. The cooperating teacher will provide the opportunity for the VAE Intern Teacher to use the materials and processes learned during his on-campus University program, and assess the effectiveness using appropriate forms and processes. (See objective #8).

I. IN-SERVICE EDUCATION FOR COOPERATING TEACHERS

C. In-Service Workshop for Cooperating Teachers

13. Given course materials, the cooperating teacher will define "follow-up."

14. Given a sample of five former students, the cooperating teacher will conduct a follow-up study. In completing the study, both instrument design and interview techniques must be demonstrated. The procedures to be followed will be provided.

15. Given the results of a follow-up study (See objective #14), the cooperating teacher will make curriculum revisions based upon the data. Evidence must be provided of actual data implementation.

16. Given his own teaching situation, the cooperating teacher will identify student needs. Characteristics of a need and methods of identifying needs will be provided.

17. Given identified needs and appropriate content, the cooperating teacher will identify 5 major competencies for a program in which he teaches, using procedures provided by the VAE (ISTE).

18. Given a course he teaches, the cooperating teacher will select appropriate content. The characteristics of appropriate content will be provided.

19. Given a currently used course outline, the cooperating teacher will write performance objectives. These objectives will be written according to the format described in Developing Performance Objectives by the Michigan Department of Education.

20. Given an array of good and bad performances objectives, the cooperating teacher will evaluate each and make any necessary corrections. All acceptable objectives should:

    a. conform to the format presented in Developing Performance Objectives
    b. present the content in a performance mode if possible
    c. be devoid of process

21. Given course materials, the cooperating teacher will define "criterion-referenced evaluation."

I. IN-SERVICE EDUCATION FOR COOPERATING TEACHERS

C. In-Service Workshop for Cooperating Teachers, (continued)

22. Given a set of performance objectives (See objective #19), the cooperating teacher will write test items for each. An appropriate test item will:

    a. be criterion referenced
    b. assess only one behavior (i.e. one must be able to isolate the source of error)
    c. include any necessary instructions or management information
    d. be accompanied by the correct answer or a model of an acceptable produce.

23. The cooperating teacher will identify the resources available in his school for use in delivery systems.

24. The ISTE will provide the cooperating teachers with a summary of the major types of delivery systems and a summary of selected new alternative delivery systems. (non-tested objective).

25. Given the resources available in his school system, the cooperating teacher will identify a lesson he currently teaches and select the most feasible and effective delivery system. The process used for selecting delivery systems will be provided. In addition, the cooperating teacher must include the delivery system he currently uses for this lesson in the analysis.

II. DEVELOPMENT OF A FIELD-BASED OPERATION

26. Given faculty field input, the ISTE will coordinate the development of competencies for:

    a. the Cooperating Teacher
    b. the College Supervisor

27. Given data from current intern teachers, cooperating teachers, and college supervisors, the ISE will identify key steps in a time-line which typically occur as intern teachers operate in a classroom. These steps will describe the major points which characterize the growth of an intern.

28. Given research reports, the ISTE will describe optimum characteristics of alternative processes tried in other institutions.

29. Given interview data, the ISTE will identify:

    a. the characteristics of an optimum supervision process
    b. the real world constraints

II. DEVELOPMENT OF A FIELD-BASED OPTION

30. Given research reports and field data, the ISTE will describe the components and processes of a proposed alternative supervisory processes to be presented to the VAE Faculty for approval and try-out Fall Quarter, 1973.

31. Given interview data from cooperating teachers, intern-teachers, and college supervisors, the ISTE will make recommendations to the Field Services Committee for field-based experiences which might precede intern teaching. Each recommended experience will be put into the form of a performance objective with clearly stated criteria for evaluation of the experience.

III. FOLLOW-UP OF USU GRADUATES

32. Given VAE System feedback demands, the ISTE will identify the objectives and data necessary for a follow-up of VAE Pre-Certification Program Graduates. Such data should include:

a. when student graduates
b. where and how long student has taught; why not?
c. courses taught and how long
d. certification status
e. additional training acquired
   1. from USU and other institutions
   2. work experience in content field - how much and what kind?
f. evaluation of teaching in terms pre-service competencies
g. self-evaluation of teaching in terms of pre-service competencies
h. match of two evaluations
i. evaluation of graduates teaching materials
j. graduates' evaluation of each phase of pre-certification program

This process will be coordinated with the Assessment and Renewal Unit.

33. The ISTE will devise and tryout a plan for a follow-up of the student of our graduates. This plan will include plans for collecting data such as:

a. how many students achieved the performance objectives from a given class?
b. what was the post - high school activity of those students?

These processes will be shared with and modified through the Assessment and Renewal Unit.

IV. ORIENTATION

34. The ISTE in cooperation with the Field Services Committee will write a Handbook for College Supervisors. Such a handbook would include:

a. definition of the role of a college supervisor
b. performance objectives for intern teaching supervision
c. College and Departmental rules and procedures relevant to supervision

35. The ISTE will plan and conduct an orientation for college supervisors. Included in the orientation will be:

a. Explanation of the Intern Teaching performance objectives
b. Explanation of the Handbook for College Supervisors
c. Summary of Training given to Cooperating Teachers
d. Conference techniques
e. Assessment procedures
f. Inter-personal relations
g. Techniques for insuring the Intern's best experience.

36. The ISTE in cooperation with Field Services Committee will write a Handbook for Cooperating Teachers. Such a handbook would include:

a. definition of the role and competencies of a cooperating teacher
b. College and Departmental rules and procedures relevant to supervision
c. performance objectives for intern teaching supervision

37. The ISTE will plan and conduct an orientation for cooperating teachers. Included in the orientation will be:

a. Explanation of the Intern Teaching performance objectives
b. Explanation of the Handbook for College Supervisors
c. Conference techniques
d. Assessment procedures
e. Inter-personal relations
f. Techniques for insuring the Intern's best experience.

B. In-Service Teacher Education

2. In-Service Workshop Agendas

WAYNE STATE UNIVERSITY
College of Education
Detroit, MI 48202

IN-SERVICE WORKSHOP
for
VAE TEACHER TRAINING PERSONNEL

Vocational and Applied Arts Education
Curriculum Areas:
Business and Distributive
Family Life
Industrial

Introduction

In the development of a competency-based pre-certification program, every effort must be made to establish a working relationship with those involved in the various processes of training teachers. A key individual in the implementation of such a program is the cooperating teacher who supervises the intern teacher. That cooperating teachers assume one of the most important roles in a professional education program is unquestionable.

The workshop described on the following page will focus on the role of the cooperating teacher as a field-based member of the teacher training institution. The topics of the workshop were taken from a list suggested by a group of VAE cooperating teachers.

As the workshop meetings will be held off-campus, a stipend plus expenses for meals and lodgings will be available to all participants.

RESERVE A SPACE TODAY. The number of participants is limited. You may take the workshop for credit.

ED 8011, Supervision of Student Teachers, Section No. 96725

Division of Urban Extension
100 W. Kirby, Detroit, MI or
25610 W. Eleven Mile Road
Southfield, MI

Credit: 4 hours
Tuition: $108.00

Stipend: $20.00 per diem

Workshop Site:
Holiday Inn
10900 W. Eight Mile Rd.
Ferndale, MI 48220

Daniel P. Brown
Assistant Professor and
Workshop Instructor
University of Michigan

Tommie U. Johnson
In-Service Teacher
Educator
Wayne State University

IN-SERVICE WORKSHOP

for

VAE TEACHER TRAINING PERSONNEL

February 9, 1973

Introducing Competency-Based Teacher Education and the implications for cooperating teachers

March 9 and 10, 1973

Clarifying the roles and defining the responsibilities of the professional components of the intern teaching team

March 31, 1973

Stating objectives in measurable terms to assist the intern teacher in planning learning experiences that will bring about desirable change in pupil behavior

April 13 and 14, 1973

Assisting the intern teacher to formulate objective-referenced test items to measure pupil achievement of performance objectives

Identifying, selecting, and experimenting with delivery systems utilizing resources available in the intern teacher's school system

May 5, 1973

Using data from the field to identify student needs and developing instructional sequences to meet those needs

May 18 and 19, 1973

Utilizing skills, knowledges, and resources of the workshop to crystallize views about ways of helping intern teachers and making those views available to colleagues and teacher educators

MINI-CONFERENCE

for

VAE Teacher Training Personnel

Holiday Inn
10900 W. Eight Mile Road at Meyers
Ferndale, Michigan 48220

Friday, February 9, 1973

4:00 - 5:00 p.m. Registration and Reception

5:00 - 5:30 p.m. What's Up?
Dr. Fred S. Cook, Director
Department of Vocational and
Applied Arts Education

5:30 - 6:30 p.m. Competency-Based Teacher Education
and the Implications for Cooperating
Teachers
Dr. Karl Massanari, Chairman
Committee on Performance-Based
Teacher Education, American
Association of Colleges of
Teacher Education

6:30 - 7:15 p.m. Seeing the Trees When You're In
The Forest
Dr. Chauncey Smith
Educational Psychologist
Wayne State University

7:15 - 7:30 p.m. Summary
Dr. Tommie U. Johnson
In-Service Project

7:30 Dinner

TNB/1-25-73

WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION
DETROIT, MICHIGAN 48202

VOCATIONAL AND APPLIED ARTS EDUCATION

CURRICULUM AREAS:
BUSINESS AND DISTRIBUTIVE
FAMILY LIFE
INDUSTRIAL

IN-SERVICE WORKSHOP FOR VAE TEACHER TRAINING PERSONNEL

A G E N D A

FRIDAY, MARCH 9, 1973

5:00 - 6:00 p.m.	Registration and Orientation
6:00 - 7:00 p.m.	Dinner
7:00 - 9:30 p.m.	Dr. Daniel Michalak Indiana University Bloomington, Indiana "The Cooperative Way of Working"

SATURDAY, MARCH 10, 1973

9:00 - 12:00 noon	Dr. Daniel Michalak "A Team Approach to Improved Teaching" Group Clinics (Coffee Break 10:15-10:30 a.m.)
12:00 - 1:00 p.m.	Lunch
1:00 - 2:15 p.m.	VAE Competency-Based Teacher Education Program (A slide-tape presentation)
2:15 - 2:30 p.m.	Coffee Break
2:30 - 4:00 p.m.	Dr. Daniel P. Brown, Workshop Coordinator Overview and preparation for March 31, 1973 "Stating objectives in measurable terms..."

Holiday Inn
10900 W. Eight Mile Road at Meyers
Ferndale, MI 48220
399-2300

W A Y N E S T A T E U N I V E R S I T Y

College of Education

Vocational and Applied
Arts Education

Curriculum Areas
Business and Distributive
Family Life
Industrial

IN-SERVICE WORKSHOP FOR
VAE TEACHER TRAINING PERSONNEL

A G E N D A

March 31, 1973

9:00 - 10:15 a.m. - PERFORMANCE OBJECTIVES
"Why"

10:15 - 10:30 a.m. - Coffee Break

10:30 - 12:00 noon - PERFORMANCE OBJECTIVES
"What are they?"

12:00 - 1:00 p.m. - LUNCH

1:00 - 2:00 p.m. - Strategies for Writing
PERFORMANCE OBJECTIVES

2:00 - 3:30 p.m. - Individual and Small Group
Writing Sessions
(Coffee will be available)

3:30 - 4:00 p.m. - Concluding Session
Questions and Answers

* * * * * * * * * * * *

Dr. Daniel P. Brown
Workshop Coordinator

Holiday Inn
44 Gerald
Highland Park, Michigan 48203
883-4550

(1/2 block East of Woodward)

WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION
DETROIT, MICHIGAN 48202

VOCATIONAL AND APPLIED ARTS EDUCATION

CURRICULUM AREAS:
BUSINESS AND DISTRIBUTIVE
FAMILY LIFE
INDUSTRIAL

IN SERVICE WORKSHOP FOR VAE TEACHER TRAINING PERSONNEL

A G E N D A

Friday, April 13, 1973

5:15 - 5:45 p.m.	-	Registration
5:45 - 6:45 p.m.	-	Dinner
7:00 - 9:30 p.m.	-	Dr. Chauncey Smith Wayne State University Formulation of objective-referenced test items to measure pupil achievement of performance objectives

Saturday, April 14, 1973

8:15 - 9:00 a.m.	-	Breakfast
9:00 - 10:00 a.m.	-	Mr. William DeWitt Administrative Assistant, Region I Detroit Public Schools Resources available for developing alternative delivery systems
10:00 - 12:00 noon	-	Dr. Daniel P. Brown Strategies for refining performance objectives
12:00 - 1:00 p.m.		Lunch
1:00 - 2:00 p.m.	-	Continuation of morning session
2:00 - 4:00 p.m.	-	Experimenting with a selected delivery ss system - "Designing a self-instructional package" (Coffee Available)

WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION
DETROIT, MICHIGAN 48202

VOCATIONAL AND APPLIED ARTS EDUCATION

CURRICULUM AREAS:
BUSINESS AND DISTRIBUTIVE
FAMILY LIFE
INDUSTRIAL

MEMORANDUM

SUBJECT: Agenda topics for May 5, 1973
IN-SERVICE WORKSHOP FOR VAE
TEACHER TRAINING PERSONNEL

TO: Participants

FROM: T. Johnson and D. Brown

Needs Assessment as part of the Michigan Accountability Model

Special concerns regarding Needs Assessment in Vocational Education

And Practical application in Needs Assessment

*A POSITION STATEMENT ON EDUCATIONAL ACCOUNTABILITY, Michigan Department of Education, 1972 (Included in your packet of materials distributed at first meeting)

Holiday Inn
10900 W. Eight Mile Road
Ferndale, MI 48220

WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION
DETROIT, MICHIGAN 48202

VOCATIONAL AND APPLIED ARTS EDUCATION

CURRICULUM AREAS:
BUSINESS AND DISTRIBUTIVE
FAMILY LIFE
INDUSTRIAL

IN-SERVICE WORKSHOP FOR VAE TEACHER TRAINING PERSONNEL

PROPOSED AGENDA

Friday, May 18, 1973

Innovative programs in secondary and post-secondary education

Saturday, May 19, 1973

Develop and refine competencies for cooperating teachers using experiences skills, knowledges and resources of the workshop

Evaluate initial workshop and recommend appropriate experiences for succeeding workshops for VAE teacher training personnel

C. VAE Field-Based Operations

1. Principles and Policies for VAE Field-Based Operations

Approved by: VAE Faculty
3-22-73

PRINCIPLES AND POLICIES FOR VAE FIELD-BASED OPERATIONS

I. Rationale

1. Classroom teachers must be directly involved in the VAE teacher preparation program development and implementation.

2. Early classroom application and assessment of components of teaching performance produces competent teachers.

II. Selecting Field Experiences

3. Field experiences must reflect the needs as stated by classroom teachers.

4. Field experiences must implement the emphases of the VAE Pre-Certification competencies and performance objectives whenever possible.

5. Field experiences must represent a variety of educational settings.

III. Relating Field Experiences to the Program

6. All field experiences must be specified in the performance objectives to which they relate.

IV. Implementation

7. The activity required to fulfill the field obligations must be specified.

8. All field activities must be accompanied by implementation plans, and these plans must be approved by the administrative Committee.

RR/lf

C. VAE Field-Based Operations

2. Field Oriented Competencies in Urban Settings: Committee Objectives

Approved: 4/6/73

FIELD ORIENTED COMPETENCIES IN URBAN SETTINGS (FOCUS)[1]

COMMITTEE[2] OBJECTIVES

The FOCUS Committee will work with public school personnel to establish "Teacher Education Centers" in selected geographical areas to implement field experience facets of the VAE Pre-Certification performance objectives. This will be accomplished by:

1. Placing VAE Intern Teachers in the Centers, Winter Quarter, 1974.

2. Placing VAE Methods courses' students in the Centers, Spring Quarter, 1974 for observation and limited teaching experiences.

3. Placing VAE Foundations courses' students into the Centers, Fall Quarter, 1974 for observation and other selected activities.

[1]This is the first step in the implementation of "Principles and Policies for VAE Field-Based Operations

[2]FOCUS COMMITTEE:

Marian McMillan, chairman
John Bies
Fred Cook
Tommie Johnson
Loretta Jones
Rita Richey

D. In-Service and M.ED. Programs

1. Mission Statement for the VAE M.ED. Program

D. In-Service and M.ED. Programs

2. VAE In-Service Competencies

develop and implement an accountability model.

PROFESSIONAL ROLE

19. identify the purposes and practices in developing and maintaining a student vocational or applied arts or organization as an integral part of the course of study.

20. demonstrate current occupational skills in his area of concentration.

D. In-Service and M.ED. Programs

3. VAE M.ED. Competencies

E. Pre-Certification Program Revision

1. Performance Objective Changes

a. Previous VAE 5187 performance objectives
b. Current VAE 5187 performance objectives

Prepared By:

Professor J. Popovich
Systems Staff Member A. Deane & K. Sundberg

Planning Objectives
Approved March, 1973

VAE SYSTEMS PROJECT

VAE 5187
METHODS AND MATERIALS OF INSTRUCTION I

CURRENT BULLETIN DESCRIPTION

Prerequisites: 5191, 5925

Practices and techniques for (1) organizing needed teaching plans and aids for a specific teaching situation, (2) securing needed data regarding students, (3) organizing class, (4) developing essential records, and (5) establishing a safety program.

The performance objectives for VAE 5187 have been grouped in the following categories:

I. PLANNING INSTRUCTION

II. PERTINENT STUDENT DATA

III. CLASSROOM/LABORATORY MANAGEMENT AND METHODS OF INSTRUCTION

IV. INSTRUCTIONAL MATERIALS

V. SAFETY

VI. PROFESSIONAL PERSONAL RELATIONSHIPS

PLANNING OBJECTIVES

I. PLANNING INSTRUCTION

07600 Given an organizational format, the student will outline the course aims for a selected ocurse in the projected teaching specialization.* The aims, based upon curriculum materials (i.e., occupational analyses, course of study, curriculum guides, etc.) should communicate the scope and purpose of the course to prospective learners. The aims will include:

a. the values planned for the instruction,
b. the relationships that exist between the specific course and the total curriculum,
c. what the course prepares the learner to do or to elect later in an educational sequence.

*(e.g. Machine Shop, Electronics, Woodworking, Welding, Cosmetology, etc.)

07601 Using the projected teaching specialization and appropriate curriculum materials, the student will prepare a written plan for a term's work that outlines the identified typical lessons against a time distribution table. The term plan will include

a. major topics for the term,
b. the allowable time for each topic.

As an option the student may also include:

a. specific assignments or activities for each topic,
b. text or supplementary materials,
c. method(s) of instruction for each topic.

07602 Given a list of correct and incorrect definitions, the student will identify and define:

a. a plan of a term's work,
b. a unit teaching plan,
c. a course of study,
d. a session plan,
e. a project teaching plan.

Since knowledge of all of these plans is essential to an industrial education teacher, a score of 100% should be achieved on a unit examination which deals with the above aspects of planning.

PLANNING OBJECTIVES

I. PLANNING INSTRUCTION

07603 Using suggested references as a guide and materials provided in class, the student will develop a written format for unit teaching plans in the projected teaching specialization. Specific items which must be included in the format will be outlined in class.

07604 Using the projected teaching specialization as a basis for content selection, the unit plan format developed in objective #07603 and at least one type of occupational analysis, the student will develop a written unit teaching plan which includes a preface describing the specific teaching situation for which the unit plan has been designed. References provided in class and student selected references should be used as a guide for the development of the unit teaching plan. A project teaching plan may be developed as a unit teaching plan.

07605 Using the content of the projected teaching specialization and resource materials supplied in class, the student will develop an outline for a release giving directions for:

a. a professionally qualified subsitute instructor in industrial education,
b. an unqualified substitute instructor in industrial education.

The outline of directions will include a preface describing the subject and teaching situation.

07606 Using a projected teaching assignment for a specific teaching situation, the student will design and develop a teaching plan covering essential topics to be considered and strategies and systems to be applied when enrolling a class and introducing the course at the beginning of a term. The plan will include a preface describing the specific teaching situation for which the plan has been designed.

PLANNING OBJECTIVES

II. PERTINENT STUDENT DATA

07607 The student will identify six general classifications of pertinent data needed to help each learner in industrial educational to profit from an instructional program. The general classifications for these pertinent data may include:

a. individual interests,
b. physical conditions,
c. socio-economic background,
d. previous industrial education experience,
e. measures of general intelligence.
f. special aptitudes.

07608 The student will identify the necessary procedures and content of cumulative records as used by school systems and the individual industrial education teacher.

07609 Using reference materials provided in class as a guide, the student will design a written data collection instrument for the projected teaching specialization. The purpose of this instrument is for collecting pertinent and essential informal data from each learner at the beginning of a course. The format of the instrument is up to descretion of the student. It should not be more than 2 pages in length.

07610 Using the psychomotor, affective, and cognitive classification of educational objectives as a guide, the student will identify possible types of learner handicaps and methods of dealing with them in an industrial education laboratory. These handicaps would include consideration of learners who are left-handed or with:

a. defective vision,
b. impared hearing,
c. a speech defect,
d. a crippled condition,
e. poor mental health,
f. problems in their peer group relations.

III. CLASSROOM/LABORATORY MANAGEMENT AND METHODS OF INSTRUCTION

07611 Using the projected teaching specialization and designated reference materials as a guide, the student will design a total record keeping system which could be adapted to future classroom/laboratory experiences. This record keeping system should include:

a. class books,
b. individual progress charts,
c. accident reports,
d. safety records,
e. informal pertinent data concerning students,
f. other pertinent records which the student feels are needed to administer the projected teaching specialization.

The format for the record keeping system will follow the form of a standard written outline. The outline will include a preface that describes the learning situation for which the record keeping system has been designed.

07612 Given a list of possible definitions, the student will identify and distinguish between the three most common methods for moving students through a multiple activity program. These methods include:

a. group rotation,
b. individual rotation,
c. individual progression.

07613 Given a list of the advantages and disadvantages of the three most common methods for moving students in multiple activity programs, the student will identify one advantage and one disadvantage for each method. These methods include:

a. group rotation,
b. individual rotation,
c. individual progression.

PLANNING OBJECTIVES

III. CLASSROOM/LABORATORY MANAGEMENT AND METHODS OF INSTRUCTION

07614 The student will identify the factors to be considered when establishing an organizational plan for a multiple activity shop or laboratory. The factors may include the:

a. instructional program to be offered,
b. number of major activities to be carried on,
c. maximum number of students in any one class,
d. essential tools and equipment for a laboratory.
e. floor space needed for each area,
f. required work stations,
g. needed service equipment,
h. storage facilities.

These factors will be identified from a written list of laboratory planning items and items which are unrelated to laboratory planning.

07615 Using the projected teaching specialization and class identified references, the student will develop a written session order of business for a specific teaching situation in industrial education.

In developing the order of business the following purposes should be kept in mind. The purpose of an order of business for each session is to:

a. establish an order for carrying out the organizational activities during a typical class session. (i.e. supplies and tools, calling class to order, checking on presence of designated class officers, safety inspection, program for group instruction, and clean up.)
b. set up a system so each student can carry out responsibilities and perform the designated work successfully with a minimum of assistance.
c. provide appropriate time each period for manipulative or laboratory work.
d. prevent group discipline problems through student organization and participation.
e. plan the class routine so no student will become lost or isolated.

PLANNING OBJECTIVES

III. CLASSROOM/LABORATORY MANAGEMENT AND METHODS OF INSTRUCTION

07616 Using the projected teaching specialization and class identified references, the student will design and develop a written organizational system for a student directed organization which could be implemented in a future class or laboratory.

The student directed organizational system will include provision for:

a. student involvement in managing the organization of the instructional program.
b. factors that determine the kind and extent of an organization.
c. student participation in planning the organization.
d. procedure for establishing the organization.
e. making the directions for each class officer self-explanatory.
f. selecting the class officers.
g. the term of office of each member of the student organization.
h. giving credit to students who work in student organization.
i. substitutes for absent class officers.
j. assisting class officers with their responsibilities

The format for the student organizational system will follow standard outline form. The outline should include a preface that describes the teaching situation for which the organizational system has been designed.

PLANNING OBJECTIVES

III. CLASSROOM/LABORATORY MANAGEMENT AND METHODS OF INSTRUCTION

07617 Keeping in mind the projected teaching specialization, the student will identify and analyze methods and techniques of instruction, including the following:

a. arranging students for group instruction and independent study,
b. arranging students for demonstrations,
c. team teaching in industrial education,
d. providing student team activity,
e. giving a demonstration to large and small groups,
f. giving lectures,
g. using the discussion method,
h. using field trips for instructional purposes,
i. providing outside assignments,
j. providing instruction sheets,
k. supervised performance at the work station,
l. giving students independent research time,
m. using programmed instruction.

07618 Using professional journals and interviews with school personnel as resources, the student will design a system for the accounting of students which takes into the consideration the:

a. practices to excuse and admit students to class,
b. development of wholesome attitudes towards tardiness or absence,
d. possibility of fire drills, nuclear or similar major catastrophes.

The system will developed using a standard outline format. The written outline will include a preface that describes the learning situation for which the student accounting system has been designed.

PLANNING OBJECTIVES

IV. INSTRUCTIONAL MATERIALS

07619 Using professional periodicals and instructor designated resources as a guide, the student will develop written criteria for evaluating text, reference, and visual materials (transparencies, films, etc.) for a specific learning situation relevant to the projected teaching specialization. The criteria will be written in standard outline format. The outline of criteria will include a preface briefly describing the learning situation for which the criteria have been developed.

V. SAFETY

07620 Using the projected teaching specialization as a guideline, the student will identify and list in outline form the general safety precautions for a specific industrial education course. These precautions include:

a. good personal habits which eliminate accidents,
b. general activities that relate to working conditions,
c. general precautions applicable to all tools and machines.

07621 Using the examples of safety instruction provided in class, the student will prepare in written outline form the safety instruction for a machine that would be included in the laboratory equipment of the projected teaching specialization. The safety instruction must follow current guidelines established by the state of Michigan and Federal Safety Legislation.

07622 Using the outline of safety instruction developed in objective # along with State (Michigan) and Federal Safety Legislation, the student will prepare a safety test on the safety instruction previously developed for a selected machine. The test that is developed will include multiple choice and true-false test items. A key showing the correct answers to the answers to the questions is to be developed also.

V. SAFETY

07623 The student will identify the general safety factors which make a laboratory a safe place to work. Factors which must be considered when attempting to eliminate potential causes of accidents include:

a. dull or broken tools,
b. building defects,
c. electrical equipment,
d. operator's zones,
e. redesigning tools and machines for safety,
f. color and its effect on a safety,
g. a school shop safety inspection checklist.

The student's ability to correctly identify all of these factors will be evaluated through the course examination.

07624 Given examples of types of fires, the student will identify each fire according to one of the following classes and indicate the type of extinguisher needed to control the fire.

a. class A
b. class B
c. class C
d. class D

07625 The student will identify the correct first aid procedures to follow when giving aid to an injured person.

When given a list of typical shop related injuries, the student will identify the first aid procedure which the teacher should follow for each injury. Typical laboratory related injuries include:

a. eye injuries (from a minor eye area bump to an eye cut),
b. foreign objects in the eye (from sawdust in eye to chemicals),
c. cuts or wounds (from a slight skin abrasion to a cut on an artery),
d. bruises (resulting from minor to severe blows to the body).
e. foreign objects under the skin (such as wood or metal splinters).

V. SAFETY

07626 Using class suggested references and resource people, the student will identify various facets of teacher liability. These facets include:

a. school district liability,
b. teacher negligence and liability,
d. degree of teacher negligence,
d. liability insurance,
e. a sound safety program,
f. the role played by professional associations and unions.

VI. PROFESSIONAL PERSONAL RELATIONSHIPS

07627 Given the opportunity to select areas of interest for class involvement, the student will actively participate in one or more presentations to the class. Evaluation of student performance in presenting will take into consideration the:

a. organization of the presentation.
b. thoroughness with which the topic is covered.
c. use of appropriate and effective methods and techniques of instruction.
d. clarity of the student's ideas.
e. fulfillment of the objectives for the presentation.
f. use of visual aids
g. student's teaching performance.
h. professional appearance of the student.

Using these factors as a basis for discussion, the student will participate in a self-evaluation session with other committee members and the professor to make judgments regarding the performance of each team member.

07628 The student will identify professional activities of the industrial education teacher.

Approved: 4/73

SUMMARY OF PROPOSED CHANGES

VAE 5187

OLD OBJECTIVE #	NEW STATUS
07600	Rewritten
07601	Rewritten
07602	Deleted (subsumed in other planning objectives)
07603	Rewritten (#07602)
07604	Rewritten (#07603)
07605	Rewritten (#07606)
07606	Deleted (subsumed in new #07610)
07607	Deleted (subsumed in VAE 6187, #08709)
07608	Deleted (subsumed in VAE 6187, #08709)
07609	Deleted
07610	Deleted and rewritten as VAE 6187, #08709
07611	No change, new #07608
07612	Merged into new #07609
07613	Merged into new #07609
07614	Deleted (subsumed in VAE 6187, #08711)
07615	New #07610, minor revision
07616	Deleted (subsumed under #07610 "d")
07617	Rewritten (#07605)
07618	Deleted (subsumed under #07610)
07619	Rewritten (#07617)
07620	Deleted (new VAE 6187, #08713)
07621	Deleted (subsumed in #07604)
07622	Deleted (new VAE 6187, #08706)
07623	Deleted (subsumed in VAE 6187, #08711)
07624	Deleted and rewritten as VAE 6187, #08715
07625	Deleted
07626	Deleted and rewritten as VAE 6187, #08714
07627	Deleted because it is delivery system
07628	Rewritten (#07618)

PROPOSED PERFORMANCE OBJECTIVES

VAE 5187

Methods and Materials of Instruction I

I. PLAN

07600 The student will write program goals for selected courses in his projected teaching specialization which he has observed in the Metropolitan Detroit Area. (Sample areas of teaching specialization are machine shop, electronics, woodworking, welding, cosmetology, etc.) All program goals must:

a. be at such a level of generality to be appropriate for organizing several terms of work
b. be based upon content identified through occupational analysis, state curriculum guides, existing courses of study, etc.
c. reflect a relationship between
   1) the courses in the program and entry level jobs, or
   2) work or cooperative experience, or
   3) related courses outside the program.

07601 The student will write a semester plan which is based upon the following:

a. the projected teaching specialization
b. the program goals written for performance objective #07600
c. appropriate curriculum materials (e.g., field observations, class handouts, and class readings)

The semester plan must include:

a. course name
b. pertinent class information
c. related program goals
d. major topics or units in a specified sequence
e. the performance objectives (in informational format) for each unit
f. proposed time to be spent on each unit
g. the criterion-referenced evaluation process for each unit

The specific criteria for evaluation for each of the semester plan components will be provided.

07602 Given a variety of unit plan formats, the student will evaluate these formats using the following criteria:

a. projected ease of use
b. advantages and disadvantages of each component of the format

07603 Given the VAL unit plan format, the student will write unit plans for those units specified in the semester plan (see performance objective #07602). These units will be for the class observed for which program goals have been constructed. The unit plans must include:

a. title of unit
b. proposed time
c. pertinent class information
d. performance objectives for the unit
e. content or topics for lessons in a specified sequence
f. activities or learning experiences for each topic
g. proposed time to be spent on each learning experience
h. references, resources, materials, supplies, equipment, and teaching aids necessary
i. criterion-referenced evaluation procedures for each unit and topic

The specific criteria for evaluation for each of the unit plan components will be provided. Appropriate references which can be used include existing curriculum materials, project teaching plans, and those materials provided in class.

07604 Given the VAL lesson plan format, the student will write three lesson plans which relate to one of the unit plans developed in performance objective #07603. The lesson plans must include:

1. performance objectives
2. generalizations and concepts, when appropriate
3. begin the lesson
4. outline of content
5. experiences and activities
   a. teacher activities
   b. learner activities
6. proposed time line for learning experiences and activities
7. safety instruction if necessary
8. resources, supplies, tools, equipment, illustrative materials needed for both teacher and student
9. homework assignment, if any
10. plans for evaluation of student achievement
11. daily summary of lesson
12. teacher evaluation of lesson

The specific criteria for each of the lesson plan components will be provided.

07605 Given specified industrial education classroom situations, the student will select the most appropriate delivery system to be incorporated in the lesson and give a brief rationale for his choice. Each stimulus situation will include the following information:

a. performance objectives of the proposed lesson
b. facilities, materials, and equipment available
c. key student characteristics
d. other school constraints

The following delivery systems will be considered:

a. brainstorming
b. case study
c. demonstration
d. discovery
e. discussion (small group/ round table)
f. drill
g. evaluation (testing)
h. field trips
i. group work
j. guest speakers
k. individualized instruction
l. lecture
m. panel discussions
n. project method
o. questions and answers
p. review/reinforcement
q. role playing
r. simulation games
s. utilizing the vocational/technical club as a method of instruction
t. other

The most appropriate delivery system will:

a. lead to achievement of the performance objectives by each student in the class
b. use only facilities, equipment, and materials available in that situation
c. be appropriate for the level and special characteristics of the students

To successfully complete this objective the student will be correct on 80 per cent of the stimulus situations.

07606 The student will develop materials for substitute teachers which are based upon the following:

a. program goals developed
b. semester plans developed
c. unit plans developed
d. lesson plans developed
e. resource materials supplied in class

The substitute's materials must include:

a. a preface describing the subject and the teaching situation
b. directions, policies, and procedures for a professionally qualified substitute instructor in industrial education
c. directions, activities, policies, and procedures for an unqualified instructor in industrial education

II. INSTRUCT

07607 The student will teach at least two 10-15 minute lessons to students in the Metropolitan Detroit area. The lessons will be:

a. in the student's projected teaching specialization
b. written according to the VAE lesson plan format
c. incorporated into the sequence of lessons currently being taught by the existing teacher in that classroom
d. approved by the VAE instructor and the classroom teacher
e. one lesson will be a demonstration and one should be a lecture

The teaching performance will be evaluated on the following basic teaching skills:

a. beginning a lesson
b. clarity of presentation
c. pupil participation and attention
d. questioning skills
e. ending a lesson

These basic teaching skills will be evaluated using the criteria utilized in the VAE Foundations Course. In addition, this teaching performance task will be evaluated using scores from 3-5 minute exit tests which measure the lesson's performance objectives.

Finally, a statement will be provided from the classroom teacher that the student has passed the objective.

III. MANAGE

07608 Using the projected teaching specialization and designated reference materials as a guide, the student will design a total record keeping system which could be adapted to future classroom/laboratory experiences. This record keeping system should include:

a. class books
b. individual progress charts
c. accident reports
d. safety records
e. informal pertinent data concerning students
f. other pertinent records which the student feels are needed to administer the projected teaching specialization

The format for the record keeping system will follow the form of a standard written outline. The outline will include a preface that describes the learning situation for which the record keeping system has been designed.

07609 Given specific classroom situations, the student will identify the most appropriate method for moving students in multiple activity programs and provide the rationale for his selection. The methods to be considered are:

a. group rotation
b. individual rotation
c. individual progression

The student must answer 5 out of 6 related test questions correctly to meet this objective.

07610 Using the projected teaching specialization and class identified references, the student will develop a written session order of business for a specific teaching situation in industrial education.

In developing the order of business, the following purposes should be kept in mind. The purpose of an order of business for each session is to:

a. establish an order for carrying out the organizational activities during a typical class session. (i.e., attendance procedures, supplies and tools, calling class to order, checking on presence of designated class officers, safety inspection, program for group instruction, and clean up)
b. set up a system so each student can carry out responsibilities and perform the designated work successfully with a minimum of assistance.
c. provide appropriate time each period for manipulative or laboratory work.
d. prevent group discipline problems through student organization and participation.
e. plan the class routine so no student will become lost or isolated.
f. establish procedures for school emergencies.

IV. EVALUATE

07611 Given an evaluation form, the student will evaluate a piece of instructional material provided and describe the relevancy of the material to his projected teaching specialization. Samples of instructional materials which might be used include a text, workbooks, planning books, technical references, and visual materials.

V. PROFESSIONAL ROLE

07612 The student will list the professional activities of a teacher in his projected teaching specialization. These activities must include:

a. the general duties of any professional teacher
b. the professional and technical organizations in which they might become involved
c. the specific ways in which he contributes to career education

Appendix III

Management Information System

A. Management of Instructional Data

1. Computerized Format for Exit Test Data Collection

TO KEYPUNCH OPERATOR
IF P IS CIRCLED, PLEASE PUNCH P IN THAT COLUMN. [illegible]
IF COLUMN 7-8 IS BLANK, DO NOT PUNCH ANYTHING FOR [illegible]
MISSING ANY LEADING ZEROS.

TO FACULTY
IF SOCIAL SECURITY NUMBER IS MISSING, PLEASE ASK STUDENT FOR [illegible]
COLUMN. IF THERE ARE ANY VA'S STUDENTS MISSING, ADD [illegible]
WITHDRAWALS AND NON-VA STUDENTS. DO NOT RECORD DATA [illegible]

IF STUDENT PASSED THE ENTRANCE TEST, CIRCLE THE P IN THE [illegible]
ADDITIONAL STUDENT DATA COLUMN ANY WAY YOU WISH. IF [illegible]
TEST, IT IS ASSUMED THAT HE MUST GO THRU THE INSTRUCTIONAL PHASE
RECYCLES COLUMN SHOWS TO THE NUMBER OF TIMES A STUDENT WENT THRU
ADDITION TO THE FIRST TEST.
WHEN THE STUDENT PASSES THE EXIT TEST, CIRCLE THE P IN THE PROPER
YEAR (LAST TWO DIGITS OF YEAR, AND THE NUMBER OF THE 30 DAY
OBJECTIVE PRIOR TO THIS QUARTER. PASSAGE IS PRINTED IN THE EXIT
WHEN IT WAS PASSED INDICATED.

VAS RECORD SHEET P ORM
COURSE: 5291 SECTION:
QUARTER: 734
ADDITIONAL STUDENT

SOCIAL SECURITY	NAME	OBJECTIVE NUMBER	EXEMPTION TEST	/
				/
				/
CC 1-9	CC 10-25	CC 26-30	CC 31	/
375562[illegible]	[illegible] BARBARA	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/
"	"	[illegible]	P	/

PUNCH P IN THAT COLUMN. IF [illegible] NOT ENROLLED, PLEASE LEAVE THE COLUMN BLANK.
. DO NOT PUNCH ANYTHING FOR [illegible] ITEM. IN COLUMNS 32-36, PLEASE PUNCH
.

[illegible] MISSING, PLEASE ASK STUDENT [illegible] AGAIN AND WRITE IT IN THE APPROPRIATE
Y VAX STUDENTS MISSING, AND [illegible] AT THE BOTTOM. CROSS OUT ANY
REMARKS. DO NOT RECORD DATA [illegible] NON-VAX STUDENTS.

[illegible] TEST, CIRCLE THE P IN THE APPROPRIATE COLUMN. YOU MAY USE THE
COLUMN ANY WAY YOU WISH. IF A STUDENT HAS NOT PASSED THE EXAMINATION
HE MUST GO THRU THE INSTRUCTIONAL PHASE AT LEAST ONCE. THE NO. OF
O THE NUMBER OF TIMES A STUDENT WENT THRU THE INSTRUCTION IN
.
[illegible] TEST, CIRCLE THE P IN THE APPROPRIATE COLUMN AND WRITE IN THE
DATE, AND THE NUMBER OF [illegible] METHOD. IF THE STUDENT HAS PASSED THE
OBJECTIVE, PASSED IS PUNCHED IN [illegible] EXIT TEST COLUMN WITH THE DATE
ATED.

VAX RECORD SHEET F OR OBJECTIVE DATA
COURSE: 5[illegible]1 SECTION: 23[illegible]
QUARTER: [illegible]4

STUDENT NAME	EXEMPTION TEST	ADDITIONAL STUDENT DATA	NUMBER OF MINUTES TO COMPLETE OBJECTIVE	NUMBER OF RECYCLES	EXIT TEST	DATE PASSED (YR MO)
	CC 31		CC 32-36	CC 37	CC 38	CC 39-42
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	
[illegible]	P				P	

B. Referral Subsystem

1. Revised Plan of Work Form

GRADUATE PLAN OF WORK - M.ED.

INDUSTRIAL EDUCATION

NEW PLAN [1] 19[ ][4][8][5]

REVISED PLAN [2]

ID NUMBER [ ][ ][ ][ ][ ][ ] SOCIAL SECURITY NUMBER [ ][ ][ ][ ][ ][ ][ ][ ][ ] LAST NAME [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] FIRST NAME [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ]

8-DIGIT ID BEGINS HERE

ADDRESS [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][

B. Referral Subsystem

2. A sample computer generated plan of work status report in letter format

VOCATIONAL & APPLIED ARTS EDUC.
421 EDUCATION BUILDING
WAYNE STATE UNIVERSITY
DETROIT, MI 48202

299429136
BEHRMAN, BARBARA A K
664 ALTER RD
DETROIT MICH 48215

OUR RECORDS INDICATE THAT YOU ARE NOT FOLLOWING YOUR PLAN OF WORK
YOU ARE SCHEDULED TO BE ENROLLED IN:
5133

YOU ARE IN FACT ENROLLED IN:
NONE

YOU MUST COME TO THE VAE DEPARTMENT OR CALL 577-1801 BEFORE THE END OF THIS QUARTER TO MAKE AN OFFICIAL CHANGE IN YOUR PLAN.